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ABSTRACT

The module described in this document is part of a series of instructional modules on sex-role stereotyping in education. This document (including all but the cassette tape) is the module that, focusing on how sex stereotyping affects curriculum development and content, examines sex bias in language, classroom behavior, and instructional materials. Information about Title IX legislation is included. (Author/MLF)

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WRITE ME IN:
SEX STEREOTYPING IN THE CURRICULUM

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EA 012 937

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INSTRUCTIONS

The enclosed module on sex stereotyping in the curriculum is composed of a 30-minute tape, six transparency masters and four handouts with a bibliography. The module is designed so that it can be used independently or to supplement an existing instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape the group is requested to stop the tape recorder and participate in an activity. It is suggested that at that time the instructor or group leader stop the tape recorder and initiate the activity. When the discussion of the activity appears to be winding down, the tape should be started again. The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it and write down possible points to be shared with the group during the discussions. We think the module is a good one, but it is only as effective as your group discussion and participation make it.

There are six transparencies that go with the tape: (1) Curriculum, (2) Man or Person? (3) Teaching Boys and Girls, (4) Sex-Role Stereotyping in Textbooks, (5) Analyzing Textbooks, and (6) Title IX. At the appropriate time each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector. You may want to stop the tape during this pause to allow everyone to read the transparency.

One activity involves the analysis of textbooks. A sample of textbooks (one book for every three participants works well) should be selected and distributed to the group.

Copies of the handout should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermofax machine to make ditto masters of the handouts.

Transparencies can be made from the transparency masters by covering the master with a sheet of transparency film and running both the sheet and the master through a Thermofax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in Language Arts, Social Studies, Mathematics, Physical Education, Human Growth and Development, Science, Fine Arts, Special Education, Business Education, Early Childhood Education, and Research and Measurement.

HANDOUTS

MAN OR PERSON?

The left column lists terms that exclude women. On the right, list terms with the same meaning that include both sexes. Try to use words that are already in existence rather than replacing "man" with "person."

Male-Oriented Terms	Person-Oriented Terms *
Congressman	
Forefathers	
Policeman	
Mailman	
Mankind	
Man and His World	
Manmade	
The Pioneer and His Wife	
Gentlemen	

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* For more suggestions, free guidelines on person-oriented language are available from:

Southwestern Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Houghton Mifflin Company
1 Beacon Street
Boston, Massachusetts 02116

Ginn and Company
191 Spring Street
Lexington, Massachusetts 02173

Holt, Rinehart & Winston
383 Madison Avenue
New York, N.Y. 10017

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10036

Scott, Foresman & Company
1900 E. Lake Avenue
Glenview, Illinois 60025

EXAMPLES OF QUESTIONS YOU MAY WANT TO ASK ABOUT TEXTBOOKS

1. Does the story material routinely feature suburban families of mother, father, son and daughter, with father toting a briefcase and mother wearing an apron while staying at home?

2. Are women shown and described favorably as working outside the home in administrative and technical jobs?

3. Do illustrations as well as text material in all subject areas show fathers taking an active and competent part in homemaking and parenting, as well as showing tender feelings?

4. Do your textbooks assume a white, middle-class, Christian audience?

5. Do textbooks feature the white male as if he is truly representative of all sexes, races and cultures?

6. Do the word problems in math books reinforce the sex-role stereotype by featuring girls who cook or sew and boys who earn money or build?

7. Are girls and boys both shown as self-reliant and brave, capable of solving their own problems, as well as having a wide range of emotions and responses?

8. Do pictures in reading books and social study texts show women and minorities in positions of authority or power?

Some good resources for guidelines for evaluating textbooks:

Self-Study Guide to Sexism in Schools
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Women in Education: Changing Sexist Practices in the Classroom
American Federation of Teachers
1012 - 14th Street, N.W.
Washington, D.C. 20005

Human and Anti-Human Values in Children's Books
Council on Interracial Books for Children
1841 Broadway
New York, N.Y. 10023

Reviewing Curricula for Sexism
New York State Education Department
99 Washington Street
Albany, N.Y. 12230

How Fair Are Your Children's Textbooks?
National Education Association
P.O. Box 327
Hyattsville, Maryland 20781

RESOURCES FOR CHANGE

LANGUAGE

Language and Women's Place, Robin Lakoff, Harper & Row, 1975.

"Non-Sexist Language Guidelines," Alma Graham, send $1.00 with 24¢-stamped envelope to Alma Graham, #3G, 380 Riverside Drive, New York, N.Y. 10025.

"Our Sexist Language," Ethel Strainchamps, in Women in Sexist Society, eds. Gornick and Moran, Basic Books, 1971, p. 247.

Words and Women, Casey Miller and Kate Swift, Anchor Books, 1977.

CURRICULUM DEVELOPMENT

Dick and Jane as Victims: Sex Stereotyping in Children's School Readers, Women on Words and Images, Princeton, N.J., 1975

Equal Rights: An Intergroup Education Curriculum, Pennsylvania Department of Education, Box 911, Harrisburg, Penn. 17126, 1974.

Feminist Resources for Schools and Colleges, Merle Froschl and Jane Williamson, The Feminist Press, P.O. Box 334, Old Westbury, N.Y. 11568, 1973.

"Guidelines for Evaluation of Instructional Materials for Compliance with the Social Content Requirements of the Education Code," California State Board of Education, 721 Capitol Mall, Sacramento, Calif. 95814, n.d.

High School Feminist Studies, Carol Ahlum and Jacqueline Fralley, The Feminist Press, P.O. Box 334, Old Westbury, N.Y. 11568, 1976.

Images of Women, Media Monitor, Vol. 1, #S 2-3, Informedia, Box 1020, Pearl River, N.Y. 10965.

K-12 Education Kit, Maggie Kempleman, Women's Equity Action League, 805 15th Street, N.W., Suite 822, Washington, D.C. 20005, 1976.

Non-Sexist Curriculum Material for Elementary Schools, ed. Laurie Olsen Johnson, Feminist Press, P.O. Box 334, Old Westbury, N.Y. 11568, 1974.

Self-Study Guide to Sexism in Schools, Pennsylvania Department of Education, Box 911, Harrisburg, Penn. 17126, 1974.

Sexism and Racism in Popular Basal Readers 1964-1976, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023, 1976.

Sexism in Education, Emma Willard Task Force, University Station, Box 14229, Minneapolis, Minn. 55414, 1971.

Today's Changing Roles, National Foundation for the Improvement of Education, NEA, Suite 918, 1156 15th Street, N.W., Washington, D.C. 20005, 1974.

Undoing Sex Stereotypes: Research and Resources for Educators, Marcia Guttentag and Helen Bray, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10036, 1976.

WHAT YOU CAN DO

1. Look at your school's curriculum guides. Are the roles that white and minority women have played and can play being given equal time? Does the content encourage both girls and boys to get involved in a variety of areas?

2. If you are a member of a curriculum committee, work to have more information about women included in the curriculum.

3. Be aware of biased language in yourself and others and make those changes necessary to make sure your language includes both females and males.

4. Watch for teacher behaviors that may be unconsciously transmitting messages about appropriate or inappropriate sex roles.

5. On the high school level, see if you can add mini-courses on areas like women in literature, women in science and changing sex roles.

6. Examine your own expectations about boys' and girls' intellectual capacities and classroom behaviors.

7. Do your own sex-role analysis of the text materials you are using, including those found in the library. Work to have fewer stereotyped materials purchased.

8. Learn about Title IX and what it means for your school.

Your other suggestions:

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Fisher, J.K., and W.B. Waitjen, "Sex Differences in Pupil and Teacher Roles in the Classroom," Psychology in the Schools, Vol. 5, 1968, pp. 157-162.

Frazier, Nancy, and Myra Sadker, Sexism in School and Society, Harper and Row, New York, 1973.

Froschl, Merle, and Jane Williamson, Feminist Resources for Schools and Colleges: A Guide to Curriculum Materials, The Feminist Press, P.O. Box 334, Old Westbury, N.Y. 11568, 1977.

* Good, T.L., J.N. Sikes, and J.E. Brophy, "Effects of Teacher Sex and Student Sex on Classroom Interaction," Journal of Educational Psychology, Vol. 65, No. 1, August 1973, pp. 74-87.

Gordon, Helen, Teacher Verbal Responses to Kindergarten Boys and Girls, Doctoral Dissertation, Memphis State University, 1976.

Jackson, P.W., and H.M. Lahaderne, "Inequalities of Teacher-Pupil Contacts," Psychology in the Schools, Vol. 5, 1967, pp. 204-211.

Lahaderne, Henriette M., Summary of Studies Comparing Male and Female Elementary Teacher's Perceptions of Pupils, AERA Annual Meeting, March 1975.

Lee, P.C., "Male and Female Teachers in Elementary Schools: An Ecological Analysis," Teachers College Record, Vol. 75, No. 1, September 1973, pp. 79-93.

McLeod, Jennifer S., and Sandra S. Silverman, "You Won't Do: What Textbooks on U.S. Government Teach High School Girls," KNOW, Pittsburgh, PA, 1973.

Minuchin, Patricia P., "Differential Use of the Open Classroom: A Study of More or Less Exploratory Children," Grant # NE-G-00-3-0018, National Institute of Health, September 1973.

Nilson, Alleen Pace, Grammatical Gender and Its Relationship to the Equal Treatment of Males and Females in Children's Books, Thesis, University of Iowa, 1973.

* Saario, Terry N., Carol Nagy Jacklin, and Carol Kehr Little, "Sex-Role Stereotyping in the Public Schools," Harvard Educational Review, Vol. 43, No. 3, August 1973, pp. 386-416.

Serbin, Lisa, K. Daniel O'Leary, Ronald N. Kent, and Illene J. Tonick, "A Comparison of Teacher Response to the Preacademic and Problem Behavior of Boys and Girls," Child Development, Vol. 44, 1973, pp. 796-804.

TITLE IX

* Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias in Your Schools, Project on Equal Education Rights, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

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* Particularly recommended

BIBLIOGRAPHY - continued

Stalled at the Start: Government Action on Sex Bias in the Schools, PEER, 1029 Vermont Avenue, N.W., Suite 800, Washington, D.C. 20005.

Why Title IX? Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, NEA, Suite 918, 1156 15th Street, N.W., Washington, D.C. 20005.

TRANSPARENCIES

CURRICULUM:

What will be taught. . .

In what instructional manner. . .

With what materials. . .

MAN OR PERSON

Male-Oriented Terms	Person-Oriented Terms
Congressman	Member of Congress
Forefathers	Ancestors
Policeman	Police Officer
Mailman	Mail Carrier
Mankind	Humankind
Man and His World	People and Their World
Man-made	Synthetic
The Pioneer and his Wife	The Pioneer Family
Gentlemen	Ladies and Gentlemen

TEACHING BOYS AND GIRLS

GIRLS RECEIVE:

- Less Attention
- Fewer Directions
- Fewer Leadership Assignments

BOYS RECEIVE:

- More Attention
- More Directions
- More Leadership Assignments

AND FEEL

LESS IMPORTANT

MORE IMPORTANT

SEX-ROLE STEREOTYPING IN TEXTBOOKS

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ANALYZING TEXTBOOKS

1. Are females shown in competent, assertive roles?

2. Are males shown in sensitive, caring roles?

3. Are equal numbers of females and males presented?

TITLE IX

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial asistance."